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# Challenges and Choices

Twelfth Annual Report  
to the  
Governor of Texas

*The Honorable  
William P. Clements, Jr.*

by  
The Advisory Council  
for Technical-Vocational  
Education in Texas

December 1981





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**THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION  
IN TEXAS**

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The Honorable William Clements  
Governor of Texas  
Capitol Building  
Austin, Texas 78711

Dear Governor Clements:

The Advisory Council takes great pleasure in transmitting this 12th Annual Report to you.

We have called this report "Challenges and Choices." Texas stacks up well against other states in economic development and population growth. However, while our good fortune gives rise for joy, it is also cause for concern. Job shortages, the oversupply of workers in some career fields, and a sizeable undereducated segment of our population threaten to weaken our vitality.

A chief role of our Advisory Council is to be an advocate for change that will create a climate conducive to the development of technical-vocational and manpower education programs to meet the state's economic development.

Sincerely,

A handwritten signature in cursive script that reads "Jacinto Juarez".  
Jacinto Juarez  
Chairperson

**PURPOSE:** "To establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state."

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*A special thanks is extended to the Austin High School Commercial Photography Class, Austin, Texas, for the photography work done in connection with this report.*

# Pluses and Minuses Economic Development and Vitality

The Texas 2000 Commission characterizes Texas as the "economic crown jewel" in this country. Formed in 1980 by Governor Clements, the Commission has been looking at what the future holds for Texas.

It has come up with quite a repertoire of statistics which place Texas at or near the top in mineral production, cargo shipped into the international marketplace, retail sales, construction contracts, farm income, non-agriculture employment, bank deposits, number of new businesses incorporating in Texas, and in population growth.

The Texas 2000 Commission was among those making statements at a September 23 Public Hearing held in Austin by the State Advisory Council for Technical-Vocational Education in Texas.

When compared to other states, Texas does stack up as the "crown jewel." This is not to say that Texas does not have problems of its own.

Consider other statements made at the public hearing by business, industry, labor, and education people:

- Texas is underproducing by 30 percent in the number of people receiving technical training.
- 218 of Texas' 254 counties are identified as allied health manpower shortage areas; Texas currently has over 20,000 vacant health care positions.
- Only 29 percent of this nation's tool and die makers and machinists who die, retire, or change vocations each year are being replaced; 196,000 additional machinists will be needed in this decade alone.
- 7 of 10 new businesses in Texas collapse within three years.
- 60,000 young people dropout of public schools in Texas each year.

- 300,000 Texas families receive Aid to Families with Dependent Children (welfare), of which 96 percent are headed by women; 85 percent of women heading AFDC families are young and in need of skills training to qualify for productive jobs.

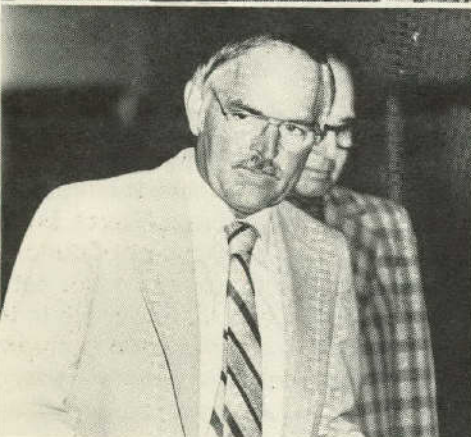
- The Texas prison population, at a 31,000 inmate level in 1981, is projected to rise as high as 50,000 by 1990; average time served is 2.5 years; most inmates are undereducated and in need of skills training.

Statistics such as these mean "dollars and cents" lost by business and industry; rising costs for the consumer and taxpayer; and frustration for many Texas citizens who lack the education and training to maintain the standard of living they envisioned.

Testimony received at the public hearing points to the need for state level policies on economic development and vitality, manpower and employment, vocational-technical education, and providing ready access to Texas citizens for both initial job entry training and upgrading of skills on a continuous basis.

*The State Advisory Council encourages the Governor's Office to take the lead in developing policies that will address the state's economic development, education, and training needs.*

This report summarizes the major comments and concerns voiced at the September public hearing. The report also summarizes the results of a series of workshops held across Texas during October and November by the Advisory Council in its efforts to see that public schools make better use of business, industry, and labor people in the development and delivery of education programs that prepare people for work.



# Challenges and Choices A Public Hearing In Review . . .

A glimpse at the past, a stop at the present, and a preview of the future highlighted a Statewide Public Hearing on Vocational and Adult Education, held September 23, 1981, in Austin.

Nearly 200 people attended the State Advisory Council sponsored hearing.

The hearing generated a reservoir of information from which government and education officials can tap in formulating directions for vocational and adult education.

To set the stage for formal testimony, key education, military, and government leaders provided state level perspectives on growth trends in education, the need for closer military/education linkages, and the demographic changes engulfing Texas.

Formal testimony was received from 45 individuals. Testimony focused on labor market needs, curriculum development, equipment, teacher preparation, guidance and counseling, funding, and governance of programs.

What follows is a summary of the public hearing.

## A Look Back . . . A Look Ahead

The State Advisory Council for Technical-Vocational Education provided an overview of the growth of vocational and adult education, while previewing several trends on the horizon.

Among comments made were:

- Between 1970-80, per year funding for voc ed quadrupled (\$80.9 million to \$349.2 million); annual enrollments more than doubled (510,633 to 1,130,656); number of people drawing paychecks as vocational educators more than doubled (8,076 to 16,174).
- 950 school districts, 47 community college districts, Texas State Technical Institute System, and Lamar University provide vocational instruction; in addition, numerous colleges and universities provide teacher preparation programs and develop curriculum materials.
- In 1980, just over \$12 million was spent to provide adult academic education to 157,000

adults; an additional \$2 million was spent in 1980 to provide educational, recreational, and avocational activities to 140,000 individuals through "community education" programs.

- The most important skills required by employers, in rank order are: (1) basic skills (reading, writing, mathematics); (2) employability skills (job appreciation, loyalty, dependability, getting along with others); and (3) technical skills (required to perform specific jobs).
- Public education must become more market oriented, tuning in on employer needs, if it is to be competitive in training people with business and industry, manpower programs, the military, proprietary schools, and community-based organizations.
- Public education must place more emphasis on teaching entrepreneurship to students; 7 of 10 new businesses in Texas collapse within three years; 90 percent of all new jobs in Texas are created by businesses with fewer than 20 employees.
- Rapid technological changes will necessitate vocational teachers retraining in business and industry once every 3-5 years for perhaps six months at a time in order to keep current on skills requirements.

Four pages of tables and charts, beginning on page 21, provide a more indepth look at the growth of vocational education in Texas.

## State Level Perspectives Of Vocational and Adult Education

Four leaders in the field of education provided state level perspectives of vocational and adult education.

*Joe Kelly Butler*, chairman, State Board of Education, made the following points:

- With nearly 50 percent of all high school, junior and community college students participating in voc ed programs this year, the challenge

before us is to graduate them prepared to meet the demands of the labor market.

- To facilitate planning and coordination, the Task Force on Vocational Education has an important role to play that should be continued; comprised of representatives of the State Board of Education, Texas Education Agency, and State Advisory Council for Technical-Vocational Education, the Task Force, formed in 1978, meets several times annually to address current issues in vocational education.

In his presentation, Butler reviewed several pieces of legislation, passed by the 67th Legislature, which impact on vocational education. He discussed curriculum reform, teacher competencies, teacher salaries, and an upcoming independent study of vocational education in Texas (NOTE: Study of Voc Ed began in October 1981, with a targeted completion date set for October 1982).

Among comments made by *Raymon Bynum*, commissioner, Texas Education Agency, were:

- Texas is experiencing an in-migration population growth rate of two percent per year, which is impacting on school enrollments at all grade levels.
- Public school population is changing; white students as a percent of total school population decreased from 65 percent in 1969 to 55 percent this year, largely due to a declining birth rate among whites; Texas experiencing an increase in the number of hispanic surnames and Asians attending public schools.
- Texas still has 60,000 students per year who enter 8th grade that never graduate from high school; most will eventually get a GED (high school equivalency), but 20,000-24,000 people in each age group in Texas still do not have the equivalent of a high school education.
- Texas must have an adult education system that finances not only the ability to teach adults to read and write, but also to deliver to them the ability to enter the job market; concerned that dollars for adult education have not increased appreciably within the last four years.
- Legislature was kinder to voc ed in 1981 than at any other time in the history of legislature;

pointed out, for example, that community colleges received a 33 percent increase in funding.

- Encourages Reagan Administration to consolidate various categories within federal voc ed funding into one voc ed block grant, which would give Texas more flexibility to respond to needs.
- For vocational education to move forward in Texas, its image must be improved.

*Robert Caster*, associate commissioner, Department of Occupational Education and Technology, Texas Education Agency, made the following points:

- Program directions for vocational education should be established by business and industry, as they are in the best position to determine the types of skills that are needed.
- Need a rifle rather than shotgun approach to voc ed; if a community needs framing carpenters, then let's develop a program that will deliver framing carpenters.
- Voc Ed must move more toward being an integral part of the total school curriculum; vocational educators must work with the general education community to make sure that students have the appropriate basic skills required to be successful in voc ed and to become productive citizens.

Among comments made by *Janell Trees*, president, Texas Vocational Technical Association, were:

- Our communities are crying for trained and skilled workers; it is the state's undeniable duty to provide these workers.
- Development and delivery of voc ed programs must be a collaborative effort on the part of the home, school, and community.
- Within the education system, there must be unity between state and local boards of education, state and local advisory committees, special task forces and research components; let us not forget the valuable contributions student leadership organizations can make to improving the quality of vocational education.



Among the comments made by *Jacinto Juarez*, chairperson, State Advisory Council for Technical-Vocational Education, were:

- A real paradox exists in Texas in that we have heavy pockets of unemployed citizens while many jobs go unfilled because people are not prepared to take those jobs.
- The greatest barrier to providing skilled workers in Texas is a narrow and negative image of skilled work and vocational education held by students and parents; they don't perceive, for example, that being an electronic technician is not only financially rewarding, but also personally rewarding.
- A non-profit foundation has been established in Texas to get "the secret out" regarding the value of skilled work and vocational education.
- Articulation between secondary and post-secondary levels of vocational-technical education can stand improvement; also, vocational curriculum materials can be more effectively utilized at the post-secondary level.
- Student contact hour system of funding post-secondary programs has done a good job, but adjustments, especially in responding to fast growth, are needed to render it more effective.
- Many vocational programs cannot be implemented due to a lack of qualified instructional personnel; this issue will receive priority by the State Advisory Council in its 1981-82 program of work.

## **Linkages Between Department Of Defense and Public Sector**

*Major General Howard Crowell, Jr.*, commander, U.S. Army Recruiting Command, provided valuable insights into the military's extensive involvement in vocational-technical training.

Among his comments were:

- The Army does not "steal" young men and women from your community, but rather affords them the opportunity to get some of the best training available and then, in as little as two years, return to their communities better able to make a real contribution to the economy.

- More than 200 skill areas in the Army have a direct corollary in the civilian marketplace.
- 85 percent of the people who enlist in the Army will serve only one tour of duty.
- High school graduates, statistically, have proven to be the most trainable; they have shown they can complete a major project in their lives—high school.
- Many fine soldiers in the Army did not finish high school; \$13 million was spent in 1980 to provide basic skills development (reading and math) to more than 150,000 soldiers; \$1 million was spent to teach English as a Second Language to 8,000 soldiers.
- In 1980, \$14 million was spent to pay the government's share of tuition for soldiers who attended college or vocational-technical courses; 181,000 were enrolled in 1980; there were 1,900 associate, 1,100 bachelor, and 1,500 graduate degrees awarded in 1980.
- In partnership with the Department of Labor, the Army has an Apprenticeship Program that has been in operation for six years; 25,000 soldiers are currently enrolled; to date, 215 soldiers have completed the program and obtained journeyman status.
- Each day, 100 young people from Texas enlist in the armed services; within 12 months, most will have completed technical training; within four years, most will have returned to civilian life.
- A recent Youth Attitude Tracking Survey revealed that Texas had the highest positive propensity toward the active military and the Army National Guard.
- Texas has one of the largest civilian work forces working for the Army in the nation.
- As federal dollars for higher education become fewer, the Army will be the ideal place for the young man or woman who is interested in securing meaningful training and work experience.
- The Army is not the employer of last resort; it is a partner in vocational training.

## The Changing Faces of Texas

Vic Arnold, executive director, Governor's Texas 2000 Project, provided an overview of demographic changes that will take place in Texas between now and the end of this century.

Among his comments were:

- Texas, presently ranked third in population, will pass the State of New York by 1990 to become the nation's second most populous state behind California.
- The Texas population, presently at the 14 million level, will surpass 22 million by the year 2000, which will be one of every 12 Americans.
- 60 percent of the population growth in Texas is from people coming to Texas from some other place.
- We will see 50 percent more kids in elementary and secondary education in Texas by the year 2000 than we have today.
- Texas will need to build 3 million more units of housing between now and the end of the century; we presently have 5.5 million units.
- Texas presently ranks first in mineral production and total cargo shipped into the international marketplace, second in retail sales and construction contracts, third in gross farm income, non-agriculture employment and in total bank deposits.
- The growth rate in the number of new businesses incorporating in Texas is more than twice the national average.
- 90 percent of the new employment in Texas is in small businesses.
- Texas will be producing seven percent of the nation's Gross National Product by the year 2000.

Arnold said two driving forces, population and the economy, are the reasons Texas has become the economic crown jewel in the U.S. Rapid growth will continue.

## Formal Testimony

Forty-five individuals, representing the education as well as business, industry, and labor community, registered and provided testimony.

The following is a summary of major issues which surfaced during the hearing:

### 1. Labor Market Needs

- Texas is underproducing by 30 percent in the number of people receiving technical training.
- As an example of technical job shortages nationwide, a businessman cited the *Wall Street Journal* as reporting that 23,400 tool and die makers and machinists are lost from industry each year due to death, retirement, or change of vocations; only 29 percent or 7,600 are replaced each year; in the decade of the 1980's, 196,000 additional machinists will be needed.
- Recruitment and retention of workers in the health care field has fallen behind and the field is now in a recruitment dilemma; 218 of Texas' 254 counties are identified as allied health manpower shortage areas; Texas currently has over 20,000 vacant health care positions; all types of skills are needed; public school health occupations programs need to be expanded; teachers and counselors need to be made aware of the magnitude of available health careers; students need to be reached earlier; a success story was related of how the Texas Hospital Association is working with some schools to set up projects to spread the word on the health care industry.
- Lawmakers, students, and parents can learn a valuable lesson from industry; most projects will not be started by industry unless the initial investment is earned back within three years; the average college graduate usually does not start earning money until after four years of schooling, at which time several additional years are needed just to break even on the initial investment; technically trained people, on the average, start earning their investment back after one year of

training and have reached the break even point by the third year.

- Public schools and community colleges can provide a real service to the community if they will open their minds and doors to the needs of the industrial community; a success story was related by a Dow Chemical Company training superintendent regarding the exemplary effort on the part of Brazosport College to tailor classes to the specific manpower needs of Dow; the chemical company also works closely with the college to bring instructors into the company complex during some of their time off to upgrade the skills and knowledge of the crafts they are teaching.
- A builders and contractors association representative said that community colleges are the most economical and practical solution to the problem of supplying enough qualified trained workers to meet the construction industry's needs.

## **2. Governance of Vocational Education**

- Texas must make a commitment to: (1) a manpower and employment policy; (2) a vocational technical education policy that reflects the needs of Texas, not federal law; (3) a policy on economic development and vitality; (4) providing ready access to citizens for both initial job entry training and upgrading of skills on a continuous basis; and (5) a comprehensive definition of occupational education which includes initial job entry training, job development and update, and industrial start-up and expansion.
- To facilitate program improvement: (1) develop a mechanism to identify critical manpower shortage occupations; (2) devise a means to provide salary supplements to recruit/retain faculty in high demand occupations; (3) develop mechanism to procure most current equipment; and (4) explore feasibility of designating each new program approved in Texas as a model pilot training center which would facilitate training other instructors for proper curriculum and equipment dissemination.
- Vocational educators have the expertise and authority to deliver quality vocational education but lack the educational background to be a delivery system for CETA, welfare projects, hobby crafts, and other financed special populations programs, which is the direction in which federal legislation is leading vocational education; this country needs carpenters, machinists, plumbers, electricians, mechanics, courteous sales people, homemakers, etc.; vocational education can meet those needs if it wasn't tied down with meeting so many compliance reports and devoting most of its energies to special needs programs.
- The policy of secondary vocational education should be to provide career education for all youths and adults to the end that: (1) no student drops out of school who is not prepared to enter the work world; (2) no student graduates who does not have saleable skills for productive work or college education; and (3) no adult is denied an educational opportunity.
- Any occupational training legislative policy should embrace the concept of local control, state responsibility, and federal concern; any proposal to restrict the authority of local control would be detrimental to the quality of educational programs.
- Vocational education has always taken the lead in working with handicapped and disadvantaged students; funds are earmarked (set aside) for this purpose; the federal government places too many restrictions on the use of these funds; guidelines for the use of handicapped/disadvantaged funds should be left to the states.
- A trend is developing in the reorganization of local school districts where generalists supervise vocational education programs, some with no experience in vocational education; this diminishes the quality of programs; policies or standards should be enforced by the Texas Education Agency to restrict the supervision and/or administration of vocational education programs to qualified persons with a vocational education training background.

- Policy changes in the manner in which the Texas Education Agency flows federal vocational dollars to local schools prohibits Consumer and Homemaking Education from using dollars earmarked for disadvantaged and handicapped students (under Subpart 2); many local schools are picking up costs as best they can but, in many cases, the programs for adults, for example, have been dropped due to the inability to finance them locally; other states use Subpart 2 funds for Consumer and Homemaking; language should be written into the 1983 State Plan for Vocational Education which will permit the use of Subpart 2 funds in Consumer and Homemaking.
- State Board of Education should establish a policy which states that vocational programs remain within the vocational program area in which delivery systems (curriculum materials and college trained people) are presently in place; some efforts have been made to remove such programs as nutrition, parenthood, and consumer education from under the umbrella of vocational home economics education.
- Students who take vocational health occupations in high school should be able to receive credit for their cooperative training when they enroll in an allied health care program at the post-secondary level; furthermore rural school districts should be supported in the development of health occupations programs.
- Serious consideration should be given to the State Board of Education contracting with the Coordinating Board, Texas College and University System, to administer and assume the leadership role in providing quality post-secondary training; a law passed by the 64th Legislature permits the SBOE to contract with the Coordinating Board; such a move would facilitate better articulation and coordination between vocational programs and post-secondary academic programs, which are administered by the Coordinating Board.
- More than half of the women are in the work force; 70 percent of working women

are either single, divorced, separated, widowed, or married to a man earning less than \$10,000 a year; training women is no longer a luxury, but a necessity; educational planners must become more cognizant of their needs; specialized services must be developed (i.e., child care support services).

- 300,000 families in Texas receive Aid to Families with Dependent Children (welfare); 96 percent of AFDC families in Texas are headed by women, of which 86 percent are minorities; 85 percent of women heading AFDC families are young and in need of skills training to qualify for productive jobs; they need career counseling, pre-employment readiness training, training and retraining for jobs; vocational funds must be earmarked for and flow in larger quantities to training these women.

### 3. Funding

- Many students who could benefit from vocational education are being missed because of a school district's inability to provide adequate facilities; 8 of 10 jobs don't require a college degree; no school district, especially systems as poor as Harlandale ISD, can develop needed facilities without help from some source other than the ad valorem tax; the number of school dropouts could be reduced by increasing vocational education.
- State dollars (\$5 million) appropriated by the 67th Legislature for vocational education equipment is a start, but it represents only a meager amount; vocational education equipment is fast becoming outdated; some or all of the \$5 million should be channeled toward existing programs rather than be used to start new programs.
- Biennial funding levels for post-secondary vocational-technical education are based on enrollment levels for the last year of the previous biennium; this method of funding does not allow for fast growth that takes place after appropriations are made; a contingency fund or alternative method of financing is needed to meet post-secondary growth.

- Dollars, needed programs, and support services should be directed toward the areas and levels of vocational education which need to grow in order to meet the needs of business and industry.

- Adult education helps people realize their full potential; however, because of level funding for the '82-'83 biennium, coupled with inflation, many adults in need of a basic education will be put on hold; some adult co-ops (delivery systems), for example, already have waiting lists for adults wanting into English as a Second Language programs.

- By fostering and supporting adult vocational programs, Texas can expand its vocational services to all its citizens, especially the less educated, unemployed, or underemployed citizens who need access to guidance and training in order to become useful and productive; we must guard against abandoning those in greatest need at a time when dollars are being cut back or held level.

- Industrial start-up training is a great asset to Texas' economic development and has a proven track record in meeting the needs of new and expanding business; start-up training was level funded for the '82-'83 biennium; funds will fall short of needs; Commissioner of Education has indicated that additional funds exist that can be directed toward start-up training; now is the time to commit these funds; also, the next legislature should look at substantially increasing its commitment to start-up training.

- A community can see cost benefits by using existing facilities and equipment in the business community to provide training to students; it's very costly to keep school facilities and equipment current.

- To facilitate the planning and management of vocational programs, vocational administrators and supervisors should be made "bonus units" which would permit school districts to have enough people to get the job done.

- A state salary schedule should be

developed which provides for an equitable method of determining the rate of pay for extended contract personnel based on the actual number of days worked.

- Revise the funding formula for public education which recognizes personnel cost differentials associated with the delivery of educational services in major program components; also, develop formulas for increasing state funding of programs designed for the delivery of services in relationship to identified student needs (i.e., vocational education).

#### 4. Data and Information

- Local school systems need relief from VEDS (Vocational Education Data System); the system's data requirements are complex, burdensome and extremely time consuming; either eliminate many of the data requirements or provide funds to facilitate data gathering and handling locally (i.e., computerized system); also, data needs to flow back to local level after it has been synthesized by the Texas Education Agency for use in meaningful planning.

- Data on vocational enrollments, funding, and graduate follow-ups are often not available from the Texas Education Agency until nearly a year or more after the fact; useful planning cannot take place when data is not available when it is needed, or when it is outdated; also, data is often inconsistent.

#### 5. Program Emphasis and Image

- Employability skill development (teaching students job appreciation, loyalty, self-confidence, dependability, grooming, and getting along with others) must be a major emphasis of vocational education; the same goes for "hands-on" experience as a part of the instructional program; industry is looking for workers who can hit the ground running, requiring as minimum of training by the employer as possible; need to train students on how to look for and get a job.

- Need an early awareness of vocational education, beginning in the elementary and junior high school levels; students need to know the diversity of career options, job skills requirements, and where to go for training; also, need to get across to people that the choice of a non-traditional career field is fine if that's the right choice for you.
- Vocational training exposes students to the myriad of occupations within a career field; it's not uncommon, for example, for a student to develop dental assistant skills in high school, put them to use upon graduation, and go on to higher education to become a dental hygienist or a dentist.
- Parents are the people to whom vocational educators should be talking; the image of skilled work and vocational education must be changed in their minds (Note: image of voc ed was mentioned time and time again); support was encouraged for a statewide public information campaign, which is now in the development stage.
- There is a link between career awareness and vocational training, though link is not always visible or solid because career awareness starts early in school and voc ed options don't really start until high school; vocational training can be the tool to catapult students into exciting careers through either academic or further voc ed training; this link needs to be made visible much earlier in school.
- One of the weakest links in America's chain of defense is undereducation; in Texas alone, almost 30 percent of the population has not finished high school; most employers won't fool with a person who has less than a GED (high school equivalency).
- Trade and industrial education student leadership organizations are growing weaker, primarily because one of the two state consultant positions for T&I leadership groups is vacant; this position should be filled.
- More time should be devoted in certification programs for vocational teachers on how to organize and provide leadership for a top-notch student organization.

## 7. Personnel Development and Certification

- The number of hours required to complete a degree or certification program in vocational education differ in some cases from institution to institution or from transcript evaluator to another; there should be a standardization of the number of hours for teachers working on degree plans or on deficiency hours within each program area in voc ed.
- Occasionally some of the required hours for certification have to be repeated if a teacher wants to be certified in an additional vocational area; once a teacher has passed one of these common courses, it should be transferable to other institutions and certification programs; eliminate the duplication of hours for certification when certifying in a different field.
- With institutions across Texas offering certification programs, a teacher in a given field should not have to travel across the state to complete some of the required courses common to all certification; expand the availability of courses for certification to more institutions.
- Some of the required certification courses may not be meeting the needs of today's complex offerings in vocational education; a study should be made of current required courses and necessary revisions made.
- Certification programs for vocational personnel should spend more time on the use of vocational advisory committees; the same goes for inservice training activities.

## 6. Student Leadership Organizations

- Vocational student organizations are an integral part of vocational training, and should be recognized for their contributions to developing and refining basic, employability, and technical skills.

- A State Board of Education policy passed in 1980 permits schools to apply for a job placement coordinator unit under the Foundation School Program; steps now need to be taken to implement specific certification requirements for placement personnel, and to also determine the line of authority for placement coordinators, especially in school districts that do not have a vocational administrator.
- Some school systems have counselors serving as both an academic and vocational counselor, which diminishes the counselor's ability to provide several valuable services to students—vocational orientation, proper program placement, testing, individual and group counseling, employability skill development, and providing individual attention to the special needs category; stricter guidelines should be re-established to insure proper and full vocational counselor functioning with a *single role*, or change the position title from vocational counselor to something else such as consultant.
- Vocational counselor certification courses need reviewing; a better handle is needed on linking students to work world occupations through guidance selection of subjects in high school.
- To keep Marketing and Distributive Education teachers current on happenings in the work world, it is suggested that M/DE teachers be granted a 3-6 month sabbatical every 3-5 years to get back into the business community to update their skills; a success story was related about a project in Dallas, called "business coordinator workshops," whereby teachers go to different businesses and learn about their occupations.
- Vocational administrators and supervisors have the same certification requirements in Texas; there should be separate requirements for each; supervisors should have: (1) a master's degree; (2) a valid Texas teacher certificate appropriate for the grade level of teachers to be supervised; (3) three years public school teaching experience in an approved vocational program preparing students for gainful employment (homemaking supervisors would be exempt); and (4) 36 semester hours, including 18 in vocational supervisory courses, 12 in general supervision, and 6 hours of electives; vocational administrators would meet these requirements, plus complete an additional 9 hours: 6 hours in school finance and school law, and 3 hours serving an administrative internship; current administrators and supervisors should be exempt from these requirements.
- Certification requirements for vocational administrators and supervisors discriminates against vocational industrial arts teachers and vocational guidance personnel; the requirement of "three years of successful public school teaching experience in an approved vocational education program *preparing students for gainful employment*" keeps these two groups out of administration and supervision; industrial arts is not a "gainful" program and guidance is not an instruction program; special provisions are made for Consumer and Homemaking teachers; special provisions should be made for these two groups, or at least come up with an alternative route to certification as an administrator or supervisor.
- Certification requirements for Vocational Office Education teachers should include: (1) a degree in business education or a degree in business administration with education courses, or a degree with business education as a minor; (2) 2 years work experience in an office type situation; (3) 2 years experience teaching business subjects; and (4) beginning VOE teachers should take courses in History and Principles, Management, and Strategies.
- To be certified to teach Vocational Health Occupations Education, a person does not have to possess a bachelor's degree *if* abilities in teaching, coordination, and management of student learning can be demonstrated; HOE teacher standards need to be upgraded; it is recommended that: (1) a bachelor's degree in one of the allied health professions should be the minimum educational requirement for an

HOE teacher; (2) that the present "in lieu of degree" requirement be eliminated; (3) the two years of recent work experience requirement be retained; and (4) explore the possibility of substituting some of the required vocational certification courses for similar courses taught in the allied health science departments of the various colleges.

- A system needs to be in place to develop and retain instructional personnel for post-secondary occupational and technical education.

## 8. Proprietary Schools

- Roughly 20,000 students are trained each year in Texas by proprietary schools; all schools not licensed by another state or federal agency, or do not provide or are not provided funds by some federal or state agency must come under the jurisdiction of the Proprietary School Act, which is administered by the Texas Education Agency.
- Many proprietary schools in Texas have a 100 percent job placement record on their graduates; the overall average is 80 percent.
- Concern expressed about many public post-secondary schools expanding training into areas where the same training is already being done by private schools; many post-secondary institutions have more enrollments off their main campus than on it.
- Secondary schools should look to proprietary schools in their cities to provide training through contracting rather than building their own facilities and implementing their own programs.

## 9. Correctional Institutions

- The Texas Department of Corrections presently has just over 31,000 inmates; the number of inmates within the TDC is projected to increase to 34,000 by 1983, to 39,000 by 1986, and to possibly as high as 50,000 by 1990.

- The average time served in Texas prisons is two years, five months, and one day; for every three inmates released, two will not return.
- Most prison inmates are undereducated and in need of education and training in order to become useful and productive citizens when released from prison.
- Texas must continue its commitment to meeting the academic and vocational needs of prison inmates.

## 10. Texas Student Information System (Tex-SIS)

A Report was given on the types of information available from Tex-SIS, which is a post-secondary student information system. Examples included:

- Average age of post-secondary vocational student is 29 years of age.
- 1 out of 4 vocational students attend school to *improve existing job skills*, while 1 out of 3 attend to prepare for new jobs.
- Statewide average salary for post-secondary associate and applied science graduates is \$1,225.00 per month; one-year certificate completers draw salaries of approximately \$1,100.00 per month.
- Statewide job placement rate for post-secondary voc ed grads is 85 percent, up from 79 percent three years ago.
- 27 percent of post-secondary vocational students enter health technician and nursing jobs; 15 percent enter clerical occupations; 12 percent become engineering, science, or related technical field technicians; 8 percent become mechanics and repairers.

Data generated by Tex-SIS can be used for a variety of purposes, such as for program planning, determining support and job placement services for students, and in setting funding priorities.

Tex-SIS is a valuable system which warrants a continued use at the statewide and local levels.



# List of Individuals Providing Testimony Public Hearing on Vocational & Adult Education

The following individuals submitted oral or written testimony at the September 23 Statewide Public Hearing on Vocational and Adult Education held in Austin.

*Laura Adams*, proprietor, Ben White Physical Therapy Center, Austin.

*Margie Anderson*, personnel director, Clear Lake Hospital, Webster.

*John Bagnal*, vocational administrator, Big Spring ISD, Big Spring.

*Shirley Busbice*, apprenticeship director, Associated Builders & Contractors of Texas Gulf Coast, Freeport.

*Sally Breeland*, executive director, March of Dimes, Waco.

*Dale Campbell*, president, Council for Occupational Education, Austin.

*Robert Clinton*, executive director, Texas Public Community/Junior College Association, Austin.

*Shirlene Cook*, president, Vocational Homemaking Teachers Association of Texas, Beaumont.

*Adam Cork*, state executive representative, Health Occupations Students of America, San Antonio.

*Joe Correa, Jr.*, president, Vocational Agriculture Teachers Association of Texas, Mission.

*Betty Culbertson*, chairperson, Child Development Department, San Antonio College, San Antonio.

*Mary Lou Davis*, vocational counselor, Lee High School, San Antonio.

*Dennis Engelke*, director, Rural Development, Texas Electric Cooperative, Austin.

*Ann Finch*, project coordinator, Austin ISD, Austin.

*Jack Foreman*, dean, Occupational Education and Technology, Brazosport College, Lake Jackson.

*Ron Foy*, executive director, Texas Industrial Arts Association, Austin.

*Maurice Frasier*, Boon-Chapman Insurance Managers, Austin.

*Wilma Griffin*, member, Austin ISD Vocational Education Advisory Committee, Austin.

*Freddie Heuss*, vocational counselor, Killeen Area Vocational School, Killeen.

*B.E. Hutton*, superintendent of training, Dow Chemical Company—Texas Division, Freeport.

*Talmon Jackson*, executive director, Texas Industrial Vocational Association, Austin.

*John Lux*, president, Texas Vocational Guidance Association, San Antonio.

*Mibbs Lyons*, Women's American Organization for Rehabilitation Through Training, Houston.

*Charles Mathews*, executive director, Texas Association of School Administrators, Austin.

*Karl Miller*, member, Marketing and Distributive Education State Advisory Committee, Dallas.

*Kay Moore*, program director, Displaced Homemakers, San Antonio College, San Antonio.

*Lane Murray*, superintendent, Windham ISD, Huntsville.

*Herman Peace*, vocational administrator, Mesquite ISD, Mesquite.

*W.D. Perkins*, vice president, Texas Vocational Administrators & Supervisors Association, San Angelo.

*Tom Ponder*, president, Marketing and Distributive Educators of Texas, Brownwood.

*Richard Pulaski*, director, Technical Vocational Division, Angelina College, Lufkin.

*Jim Reed and Toni Hall*, center for Information Services, Corsicana.

*Jean Rhoden*, president, Texas Health Occupations Association, San Antonio.

*Tom Ridlehuber*, director, Heart of Texas Community Education Co-op, Waco.

*Georgina Sherrod*, Odessa College, Odessa.

*Estobar Sosa*, member, Board of Education, Harlandale ISD, San Antonio.

*Vernon Stewart*, executive director, Texas Association of Private Schools, Austin.

*Nellie Thorogood*, director, Occupational Education and Technology, San Antonio College, San Antonio.

*Janell Trees*, president, Texas Vocational Technical Association, San Antonio.

*Ray Tune*, operations manager, The Drawing Board, Inc., Dallas.

*Stanley Warren*, vocational administrator, Pearland ISD, Pearland.

*Billy Watson*, director, East Texas Adult Education Co-op, Rusk.

*Bobby Weathers*, general manager, Service Music, Inc., Waco.

*Don Weber*, consultant, Texas Industrial Commission, Austin.

*Robbie White*, president, Texas Job Placement Coordinators Division, Texas Vocational Guidance Association, Paris.

List does not include names of government, military, and education leaders who provided formal statements as a prelude to the hearing.



# Getting It Together Advisory Committee Workshops

Some came out of curiosity. Others came with a purpose. Some came to share. Others came to learn. In their farewells, most said well done!

The occasion was a series of workshops, held across Texas during October/November 1981, for the purpose of improving the use of local vocational education advisory committees.

Twenty workshops were held, hosted by each of the state's 20 Education Service Centers. They were held at the request of the State Advisory Council for Technical-Vocational Education. Co-sponsoring the workshops were local school districts and post-secondary institutions within each service center's region.

Over 2,500 people attended the workshops. Some were educators. Others were business people. Some were just concerned citizens.

One out of three participants were either business, industry, or labor people who serve on local vocational advisory committees. Nine out of 10 attendees said the workshops expanded their knowledge about the use of vocational committees, and that they would put their new learned knowledge to work in their respective communities.

## Birth of Workshops

Educators prepare people for jobs. The business community creates the jobs. Advisory committees, comprised of employers and employees from the business community, serve as the navigator for keeping programs on course.

The State Advisory Council, through surveys and contacts with school and business officials during the past two years, realized that local vocational advisory committees were not being used to their full potential. There are success stories of good committees. By and large, however, most committees lack the "how to" mechanics of organization, operation, and direction.

Laws and policies mandate that advisory committees will exist in school systems which offer vocational education. However, it is people, not laws, that make committees effective.

The State Advisory Council, charged with providing technical assistance to local vocational committees, asked each service center to host a workshop. Actual format and planning was left to

each region of the state, though the ACTIVE did provide some guidelines and requested a spot on each program.

## Workshop Focus

Each workshop, though they differed somewhat in format, had the same basic thrust: (1) provide an overview of how committees can benefit both the school and community (slide show developed on contract by Texas Education Agency used); (2) have state/local people relate success stories on committee operation; (3) discuss "mechanics" of committee organization, operation, and activities; and (4) provide each attendee with materials on subject of committee use, and tell them where additional materials are available.

Most workshops were two hours in length. Some were held in the mornings or afternoon. Most were conducted in the evening.

The primary focus was on reaching members of advisory committees and vocational educators, the two main ingredients for making committees effective. A secondary focus was reaching school administrators and policymakers, two groups which have an ultimate bearing on the success of committees.

The tables on the next page provide an overview of the attendance and success of the workshops.



## Workshop Attendance Composition

Group	%
1. Members of Advisory Committees*	30%
2. Board of Education Members**	1%
3. Superintendents/College Presidents	2%
4. Other School Administrators***	3%
5. Vocational Administrators/Supervisors	13%
6. Vocational Teachers	36%
7. Vocational Counselors	7%
8. Other (Did not indicate position)	8%
	100%

\*business, industry, labor people

\*\*about one-half of this group also serve on vocational committees

\*\*\*assistant superintendents, principals, other non-voc ed administrators

## Evaluation of Workshops' Success\*

Evaluation Item	Excellent or Good
1. Facilities for Meeting	96%
2. Time Workshop Held	89%
3. Overall Planning/Arrangements	94%
4. Slide Presentation on Use of Advisory Committees	89%
5. State Advisory Council Presentation	93%
	<b>Yes</b>
6. Workshop Expanded Knowledge of Committee Use	91%
7. Information Presented Will Be Helpful	92%
8. Plan to Use Information/Materials Locally	91%

\*Each of 2,534 registered participants were asked to complete an evaluation form. Items 1-5 rated as to "excellent, good, fair, or poor." Excellent/good responses combined. Fair/poor responses not included in table for brevity. Items 6-8 were "yes" or "no" type questions. Percentages based on those who actually responded to each item. (Slide show not shown at one workshop due to equipment problems.)



## Workshop Attendance Breakout

Service Center*	Attendance	% of Total
1. Abilene	77	3.1%
2. Amarillo	64	2.5%
3. Austin	78	3.1%
4. Beaumont	174	6.9%
5. Corpus Christi	313	12.4%
6. Edinburg	131	5.2%
7. El Paso	316	12.5%
8. Fort Worth	189	7.5%
9. Houston	82	3.3%
10. Huntsville	186	7.3%
11. Kilgore	46	1.8%
12. Lubbock	103	4.1%
13. Midland	40	1.2%
14. Mt. Pleasant	142	5.6%
15. Richardson	93	3.7%
16. San Angelo	43	1.7%
17. San Antonio	209	8.3%
18. Victoria	54	2.1%
19. Waco	104	4.1%
20. Wichita Falls	90	3.6%
	2,534	100.0%

\*Participants came from different communities within service center's region. Meetings held in these cities except for Corpus Christi region which was held in Robstown. Most meetings held at service center's facility, though some were held at schools or at a place in the community such as a civic auditorium. Attendance represents those who registered. Estimates are that an additional 100 people attended but did not register.

## Workshop Highlights

Every workshop began with a general session, during which the State Advisory Council provided a few comments and showed the advisory committee slide presentation. One or more State Advisory Council members and a staff person attended each workshop.

Some workshops utilized "panel discussions," while others broke out into "mini-sessions" to discuss the mechanics of setting up, operating, and getting the most out of a committee. Three workshops were structured around special meal functions.

"You have to sell the sizzle!!" is the way one workshop speaker described vocational education's task in informing and involving the community.

The "sizzle" is the fact that vocational education is a hot commodity in that 8 out of 10 jobs in Texas require vocational-technical skills.

*Gene Davenport*, administrator of Business/Education Relations for the Dallas ISD, told participants at the Abilene workshop that "the initiative for promoting a close relationship between the school, home, and community must be on the part of the educator."

*Ted Scott Gross*, training director, Church's Fried Chicken, Inc., and a member of a local advisory committee, exemplified what was stressed at each workshop, when he provided the following 10 pointers to the San Antonio participants:

- ( 1) ask busy people to serve on an advisory committee because they know how to get things done, but be organized;
- ( 2) ask agents of change to serve (creative people);
- ( 3) have specific goals and objectives for committee;
- ( 4) provide committee with a list of possible things to do, letting them choose one or two things as a program of work for the year (never go before them with a long program of work);
- ( 5) set concrete meeting times (successful committees meet an average of 4-6 times a year);
- ( 6) school people do the leg work (preliminary planning, work, and office/clerical duties);

- ( 7) educate committee members by providing a glossary of terms;
- ( 8) use committee members in evaluations as they are not easily intimidated by school officials (but look at both sides of an issue);
- ( 9) have committee members talk to students (can uncover problems this way—i.e., school attendance policies which hinder skill development);
- (10) dare to be different.

"Output—Input" is the way one participant at the Robstown workshop described the relationship between educators and advisory committee members. "School people have to indoctrinate us on their programs, curriculum, equipment, and facilities before they can expect us in the business community to provide input that will benefit them, our students, and the community."

Many participants verbally said workshops of this nature should be held perhaps annually either on a regional basis or in each community which has vocational education. "How to materials and assistance are what we need most," said several participants.

On a comments section of the evaluation form, many participants took the time to list a variety of suggestions relating to the use of advisory committees. The State Advisory Council has made a laundry list of those suggestions, which are available upon request.

## Workshop Materials

Each participant was given a pamphlet, "Advisory Committee Functions and Activities." The pamphlet along with the advisory committee slide show shown at each workshop were developed by Texas State Technical Institute in Amarillo on a contract for the Texas Education Agency.

In the contract, TSTI developed two versions of the slide show. The one shown at the workshops was slanted toward business and industry people. It and a version slanted toward educators are available for checkout from each service center. A "media package," containing transparencies and a booklet offering tips on conducting local workshops is also available at the service centers.

TSTI also developed a "how to" handbook on advisory committees which has been mailed to all

school districts and post-secondary institutions which offer vocational education in Texas.

The brochure, slide shows, and handbook are available for purchase from the Texas A&M University Instructional Materials Center at College Station.

The tables and charts, beginning on page 21 of this report, were a part of the materials handed out at the workshops by the State Advisory Council.

## **Other Workshops**

As a prelude to the fall regional workshops on vocational advisory committees, the State Advisory Council had a part in the program at each of the Texas Education Agency sponsored State

Inservice Workshops for Vocational Personnel, held during July and August, at different cities in Texas.

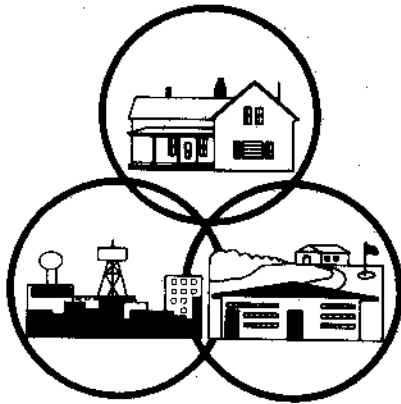
Over 8,000 vocational teachers, administrators, supervisors, and guidance personnel saw an advisory committee slide presentation and heard the State Council relate numerous success stories of how committees have helped vocational education in different communities around the state.

The State Advisory Council repeated its performance at the September Joint Convention of the Texas Association of School Administrators and Texas Association of School Boards in San Antonio and will make a similar presentation to the Mid-Winter Conference for School Administrators in January 1982.

## **A Special Thanks**

Each workshop was developed by a planning committee, representative of the region, that was chaired by either a school district or post-secondary institution representative.

The State Advisory Council extends its sincere gratitude to the people who served on these committees, to the committee chairpersons, and to the Education Service Centers for their tremendous efforts in making these 20 workshops a success.



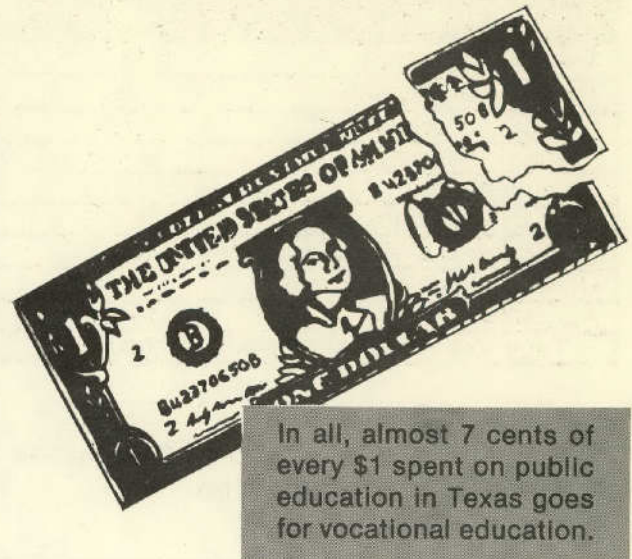
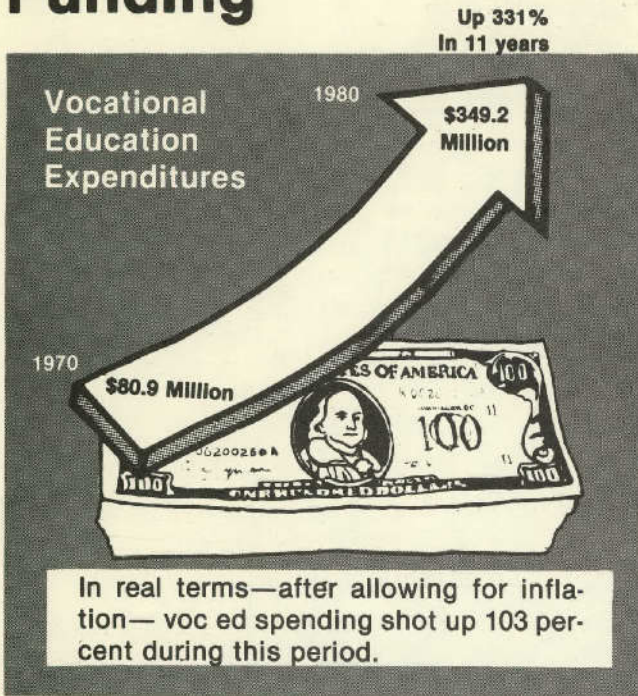
# Appendix





# Vocational Education in Texas

## Funding



In all, almost 7 cents of every \$1 spent on public education in Texas goes for vocational education.

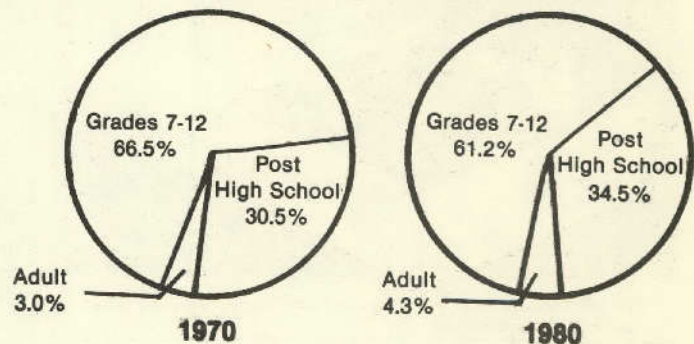
### Where Vocational Education Dollars Are Spent

Expenditure Area	1970		1980	
	Amount	Percent of Total	Amount	Percent of Total
1. Instruction	\$63.8	78.8%	\$277.9	79.6%
2. Administration/Supervision	3.2	4.0%	40.7	11.7%
3. Guidance & Counseling	.5	.6%	22.9	6.5%
4. Program Improvement/Support Services	13.4	16.6%	7.7	2.2%
<b>Totals</b>	<b>\$80.9</b>	<b>100.0%</b>	<b>\$349.2</b>	<b>100.0%</b>

1970

1980

### Where Vocational Dollars Flow

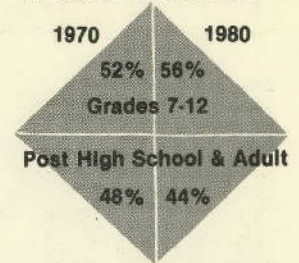


# Enrollments

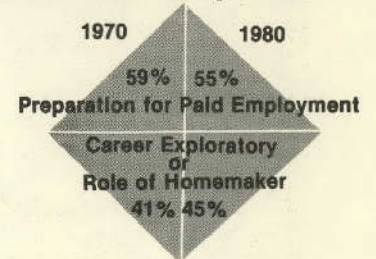
## Vocational Education Enrollments By Program Area

Program Area	1970	1980	Growth%
Career Exploratory	6,437	152,511	2,269%
Homemaking Gainful	4,997	27,536	451%
Health Occupations	8,794	38,392	337%
Trade & Industrial	59,465	229,896	287%
Technical	8,279	28,531	245%
Voc. Office Educ.	36,837	113,283	208%
Marketing & Distribution	30,552	65,189	113%
Consumer & Homemaking	203,944	356,221	75%
Agriculture	151,328	119,097	- 21%
Total Voc Ed Enrollments	510,633	1,130,656	121%

## Where Enrolled



## Enrollment Emphasis



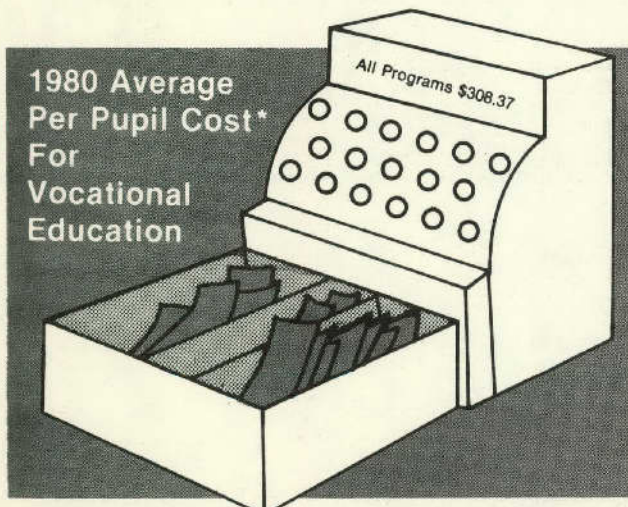
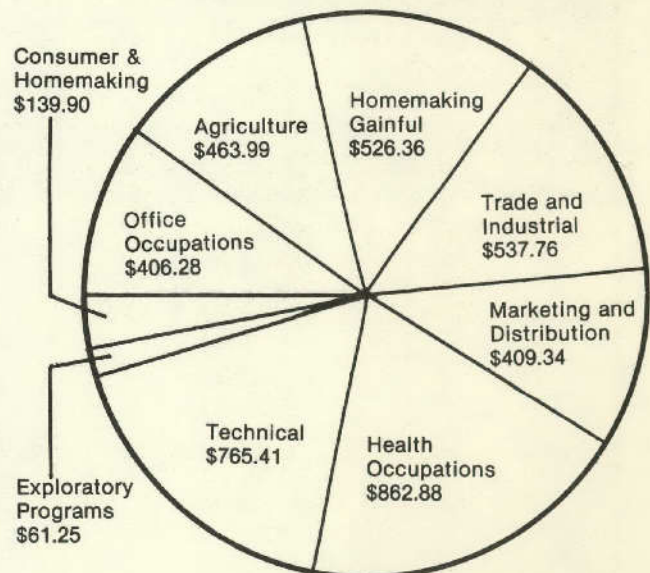
## 1980 Vocational Education Enrollments By Sex/Ethnic Composition

Program Area	% Female	% Minority
Career Exploratory	31.4%	45.5%
Homemaking Gainful	80.1%	51.3%
Health Occupations	80.7%	42.0%
Trade & Industrial	13.5%	35.2%
Technical	16.8%	35.6%
Voc. Office Educ.	79.1%	44.9%
Marketing & Distribution	52.0%	28.4%
Consumer & Homemaking	74.2%	39.1%
Agriculture	13.7%	16.7%
Texas Population	51.1%	31.3%

## Special Populations

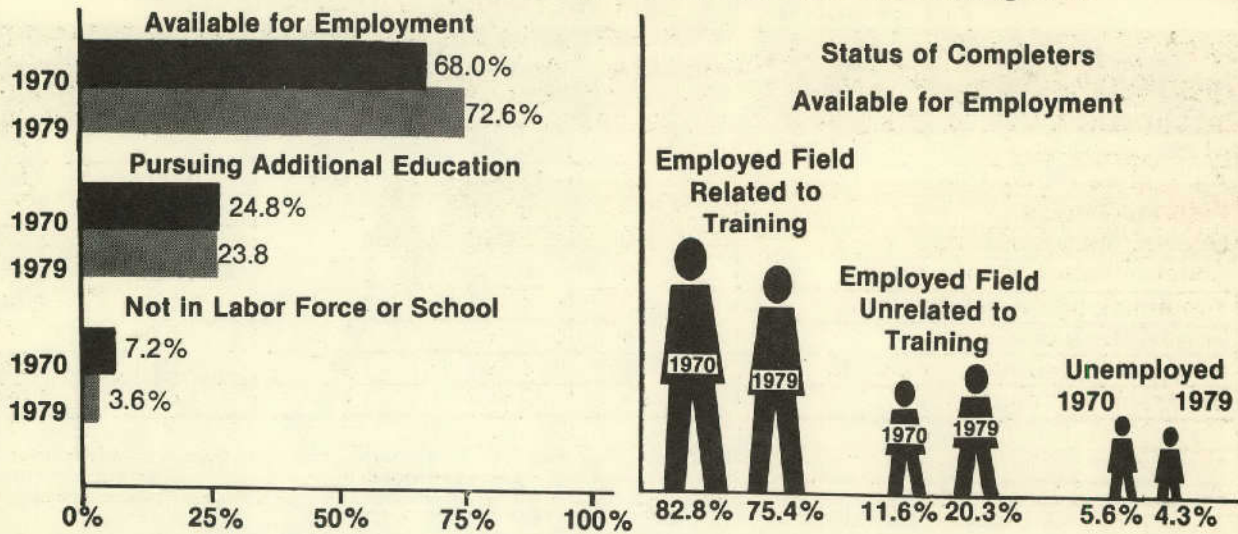
14% of vocational students served in 1980 were classified as either disadvantaged or handicapped. Over 70% of each group participated in either Consumer/Homemaking or Trade & Industrial Education.

## Per Pupil Cost By Program Area



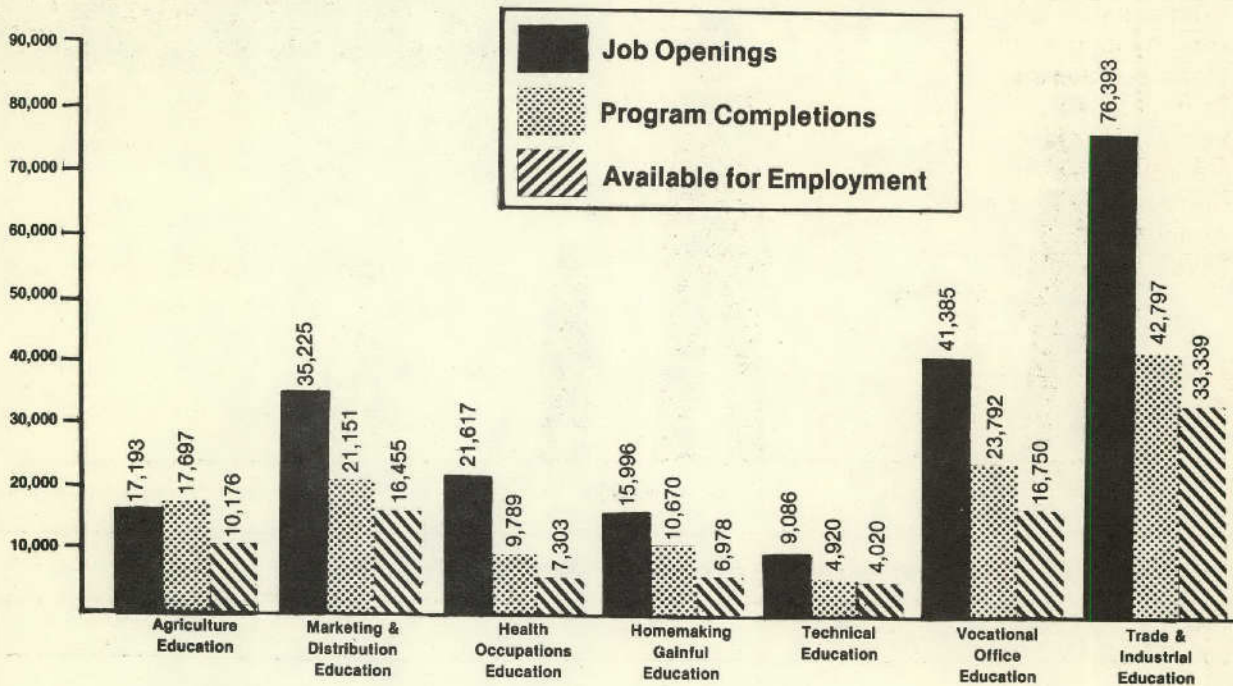
\*Instructional outlays for secondary and postsecondary levels combined; does not include adult level.

### Status of Students Completing Vocational Education Programs\*



\*There were 62,260 students in 1970 and 130,816 students in 1979 (latest year for completion data) that completed vocational-technical programs in Texas.

### Comparison of Job Openings\* To Number of Students Completing Voc Ed Programs in 1979



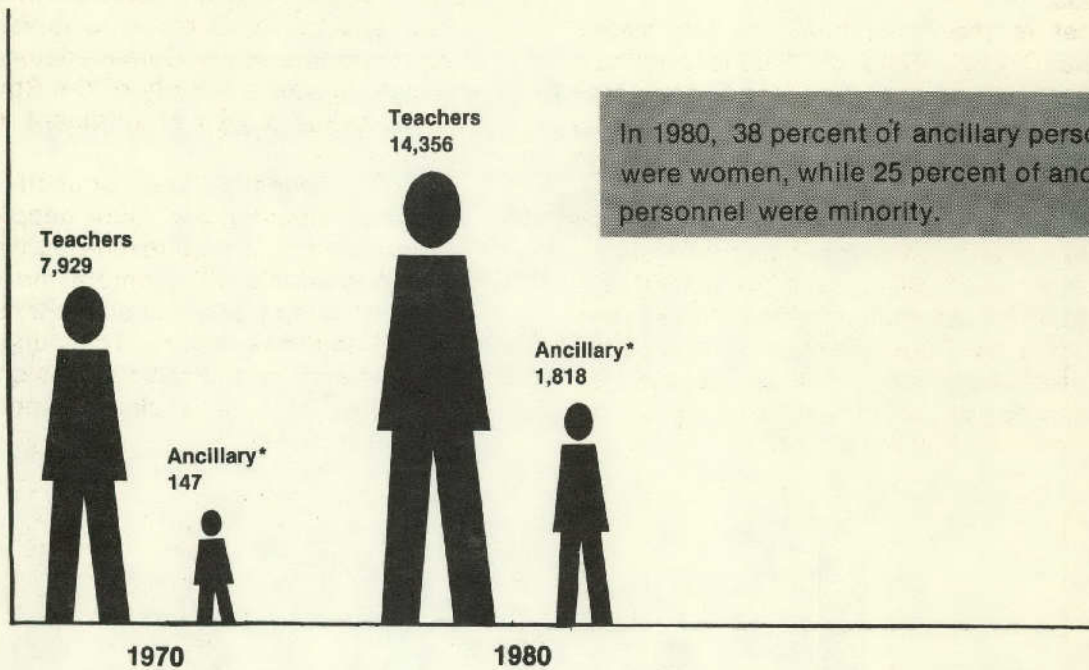
\*Job openings pertain to those requiring vocational-technical skills. Average annual job openings in vocational-technical occupations are in excess of 216,000 or about 80 percent of all job openings in Texas. Of 130,816 students completing voc ed in 1979, 95,000 (72%) were available for employment.

## Comparison of Supply/Demand Conditions For Selected High Demand Occupations—1979

Occupational Grouping	Vocational Education Enrollment	Annual Job Openings	Number Completed Program	Available for Employment	Took Job in Field Trained
Steno, Secretarial & Related Occup.	30,040	10,191	3,349	2,670	1,856
Agriculture Production	96,127	10,155	11,409	5,850	4,010
Auto Mechanics	22,631	8,174	7,234	5,571	3,777
General Merchandising	9,390	6,940	4,890	3,712	3,084
Construction & Maintenance	21,176	6,833	4,007	3,137	2,148
Vocational (Practical) Nurses	4,492	4,457	1,927	1,594	1,446
Child Care & Guidance	10,334	3,673	2,993	1,579	964
Accounting & Computer Occup.	12,522	3,898	1,467	1,078	851
Electronics Occupations	9,494	2,665	2,461	1,685	1,069

\*Voc ed programs are of varying lengths, some lasting two years or longer (not all students enrolled finish program same year); the job openings are those identified as requiring vocational-technical skills; completions are students who actually finished a program with "marketable skills" in 1979; available for employment pertains to completers who actually entered the labor market in search of a job; field trained means completer took a job in the occupational grouping for which trained. Supply represents public vocational training.

### Vocational Education Personnel



\*Ancillary includes vocational administrators, supervisors, counselors, and consultants.

This overview of "Vocational Education in Texas" was developed by the Advisory Council for Technical-Vocational Education in Texas, P.O. Box 1886, Austin, Texas 78767; (512) 475-2046. The main sources of data in developing the illustrations were: Fiscal Year 1980 Accountability Report, 1979 through 1982 State Plans for Vocational Education, and 1970 Annual Descriptive Report, all published by the Texas Education Agency.

# Advisory Council Role and Scope

The State Advisory Council for Technical-Vocational Education, formed in 1969, operates under both federal and state laws.

The Council advises the State Board of Education, Governor, and Legislature on the vocational, technical, manpower, and adult education needs of Texas.

There are 25 Council members, representing business, industry, labor, education, and the public. Council members are recommended by the Governor, appointed by the State Board, and confirmed by the Senate to serve three year terms.

The Council's broad charge is to establish a "climate" in Texas that will enhance the development of vocational-technical types of programs to meet the state's industrial and economic development needs.

To get at the "pulsebeat" of the state's needs, the Council conducts public hearings, undertakes research studies, serves on task forces and education/manpower councils, and participates in numerous other activities such as economic development seminars.

Since 1970, the Council has held over 100 public hearings and conferences across Texas, involving more than 20,000 citizens from all walks of life. Numerous recommendations have been made to state level policymakers as a result of citizens testimony (pages 26-27 denote the types/locations of meetings and types of materials published by the Council).

Establishing a climate favorable to the development of voc-tech programs in Texas sounds easy enough. But it is not easy.

*The number one factor which impedes economic development in Texas is the negative or poor image that students and parents hold toward skilled work and voc-tech training.*

Eight out of 10 jobs require vocational-technical skills, but all too many young people bypass skilled work because they perceive it as a "dead end," "for someone else's kids," "or low paying." Tremendous numbers of challenging and financially rewarding jobs, critical to our economy, go unfilled.

A decade ago, the Council recommended to the State Board of Education that a "career education" concept, which fosters an awareness of the broad spectrum of careers, be implemented in the Texas public schools. Career education, still in its infancy, is now a priority of the State Board and the Governor. A lack of sufficient funding slows its progress.

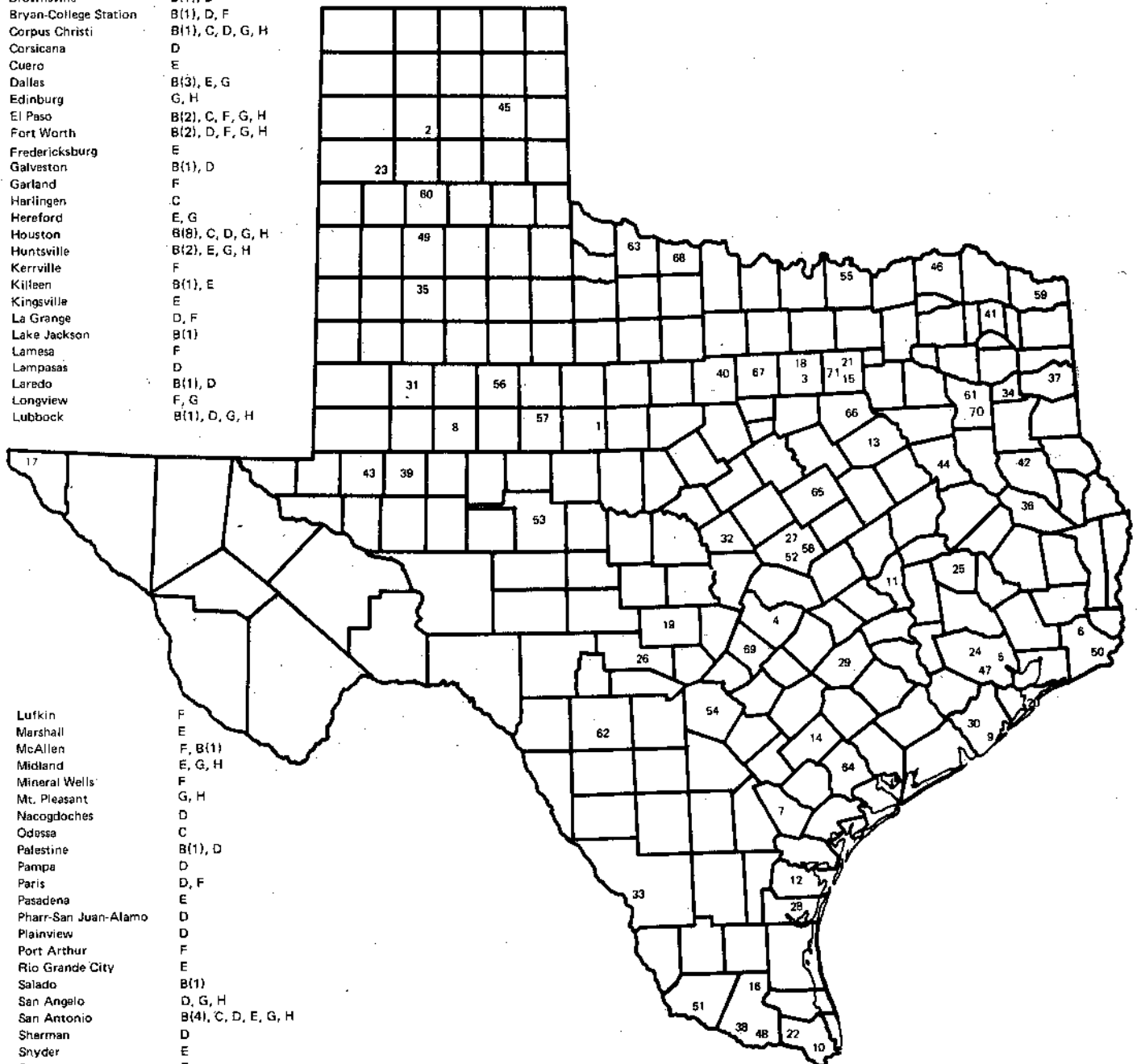
Just recently, the Council joined with business, industry, and labor people in Texas to begin developing a statewide public information campaign which will promote the contributions voc-tech training and skilled work make to the individual and the economy. This public information campaign will entail radio/television promotions, billboards, bumper stickers, brochures, and a speaker's bureau.

# GEOGRAPHIC BREAKOUT OF ADVISORY COUNCIL MEETINGS, CONFERENCES, AND HEARINGS

1969 - 1981

## COUNCIL MEETINGS & CONFERENCES

- |                           |                         |
|---------------------------|-------------------------|
| 1. Abilene                | C, G, H                 |
| 2. Amarillo               | B(1), C, F, G, H        |
| 3. Arlington              | C                       |
| 4. Austin                 | A(7), B(58), C, D, G, H |
| 5. Baytown                | F                       |
| 6. Beaumont               | C, G, H                 |
| 7. Beeville               | F                       |
| 8. Big Spring             | D                       |
| 9. Brazosport             | E                       |
| 10. Brownsville           | B(1), D                 |
| 11. Bryan-College Station | B(1), D, F              |
| 12. Corpus Christi        | B(1), C, D, G, H        |
| 13. Corsicana             | D                       |
| 14. Cuero                 | E                       |
| 15. Dalles                | B(3), E, G              |
| 16. Edinburg              | G, H                    |
| 17. El Paso               | B(2), C, F, G, H        |
| 18. Fort Worth            | B(2), D, F, G, H        |
| 19. Fredericksburg        | E                       |
| 20. Galveston             | B(1), D                 |
| 21. Garland               | F                       |
| 22. Harlingen             | C                       |
| 23. Hereford              | E, G                    |
| 24. Houston               | B(8), C, D, G, H        |
| 25. Huntsville            | B(2), E, G, H           |
| 26. Kerrville             | F                       |
| 27. Kilgore               | B(1), E                 |
| 28. Kingsville            | E                       |
| 29. La Grange             | D, F                    |
| 30. Lake Jackson          | B(1)                    |
| 31. Lamesa                | F                       |
| 32. Lampasas              | D                       |
| 33. Laredo                | B(1), D                 |
| 34. Longview              | F, G                    |
| 35. Lubbock               | B(1), D, G, H           |



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|--------------------------|---------------------|
| 36. Lufkin               | F                   |
| 37. Marshall             | E                   |
| 38. McAllen              | F, B(1)             |
| 39. Midland              | E, G, H             |
| 40. Mineral Wells        | F                   |
| 41. Mt. Pleasant         | G, H                |
| 42. Nacogdoches          | D                   |
| 43. Odessa               | C                   |
| 44. Palestine            | B(1), D             |
| 45. Pampa                | D                   |
| 46. Paris                | D, F                |
| 47. Pasadena             | E                   |
| 48. Pharr-San Juan-Alamo | D                   |
| 49. Plainview            | D                   |
| 50. Port Arthur          | F                   |
| 51. Rio Grande City      | E                   |
| 52. Salado               | B(1)                |
| 53. San Angelo           | D, G, H             |
| 54. San Antonio          | B(4), C, D, E, G, H |
| 55. Sherman              | D                   |
| 56. Snyder               | E                   |
| 57. Sweetwater           | F                   |
| 58. Temple               | D                   |
| 59. Texarkana            | D                   |
| 60. Tulia                | F                   |
| 61. Tyler                | C                   |
| 62. Uvalde               | D                   |
| 63. Vernon               | E                   |
| 64. Victoria             | D, G, H             |
| 65. Waco                 | B(1), C, F, G, H    |
| 66. Waxahachie           | D                   |
| 67. Weatherford          | E                   |
| 68. Wichita Falls        | C, D, G, H          |
| 69. Wimberville          | B(1)                |
| 70. Kilgore              | H                   |
| 71. Richardson           | H                   |

**LEGEND**

A - State Level Forums '70, '73, '75, '77, '78, '80, '81

B - Regular ACTIVE Meetings\*

C - 1971 Regional Hearings

D - 1972 Community Conferences

E - 1974 Community Conferences

F - 1976 Impact Conferences

G - 1978 Regional Hearings

H - 1981 Advisory Committee Workshops

\*Numeral in parentheses indicates the number of regular ACTIVE meetings held in the city.

# A SUMMARY REPORT OF ADVISORY COUNCIL ACTIVITIES

The Advisory Council continuously tries to fulfill its responsibilities as mandated under federal and state laws.

The 24 Council members give over 250 man days annually to formal Council and Committee meetings and hearings. This does not include work done as individual members on Council responsibilities, and work with groups and organizations in their areas of the State.

## MAJOR REPORTS PUBLISHED BY THE COUNCIL

	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Reports to Governor	Mar.	Apr.	Apr.	Apr.	Apr.	Apr.	May	Apr.	Dec.	Dec.	Dec.	Dec.
Reports to State Board of Education	Sept.	Sept.	Oct.	Nov.	Nov.	Oct.	Oct.	Oct.	Dec.	Dec.	Dec.	Feb.
Reports to Legislature	Dec.		Dec.		Dec.		Dec.		Dec.		Dec.	
Council Brochures	May	Oct.		Nov.		Apr. & Dec.			Mar.	Apr.		Feb.
Summaries of Annual Reports for Use in Public Forum Mtgs.	Sept.	Sept.		Jan.	Jan.							
Proceedings/Reports on Public Forums (1) Gov.'s Conf. (2) Reg. Hearings (3) Com. Conf. (4) State Forum (5) Impact Conf.	July (1)	Mar. (2)	July (3)	June (1)	June (3)	June (4)	June (5)	June (1)		June (2)	Sept. (4)	
Legislative Directed Studies		Mar. SR 865	Dec. SCR 89	Mar. SCR 11								
Proceedings, Teacher Education Hearing		Mar.										
Career Development Handbook				Oct.								
Special Report to St. Bd. for Vocational Education					June		June		June		June	
Proceedings, State Plan Hearing						Jan.						
Employer Survey						Apr.						
Voc. Ed. Student Follow-up									Sept.			
Promising Practices (Booklet)									June			
Tables & Charts								Aug.		Mar.		Sept.
1980's Job Outlook Brochures												March

A monthly newsletter is mailed to over 2,500 persons across Texas. Numerous staff analyses, working papers, background information data, surveys and other activities are done by the Council.

The ACTIVE has produced a variety of audio-visual presentations. Slide/tape presentations currently available for checkout are: "The Secret is Out," denoting plans for a statewide public information campaign; "Who is ACTIVE," providing a historical look at the Advisory Council; "Women in Apprenticeship Training," depicting women in non-traditional roles in apprenticeship training.

A complete list of Council audio-visual productions is available on request.

The Council has provided a public forum for approximately 20,000 citizens through numerous hearings and conferences.

**The Advisory Council for Technical-Vocational Education in Texas**  
**P.O. Box 1886**  
**Austin, Texas 78767**  
**(512) 475-2046**